

Understanding the 2e Brain & How it Impacts Children with Dual Exceptionalities

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Agility Education Solutions

Variables

“Children who are gifted and learning disabled exhibit remarkable talents or strengths in some areas and disabling weaknesses in others.”

Dr. Susan Baum



The Next Hour

- Who are they?
- The 2e Brain
- What make's it so hard (over-excitabilities)
- The Perils
 - Social stratum
 - School
 - Self Medication
 - Parenting
- The Promise: what to do
- The Reward(s)

WHO?



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What?

- Aspergers
- ADHD
- Dyslexia
- Dysgraphia
- OCD, ODD, LD
- Perfectionism
- Underachievement
- Others



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The 2e Brain

Sensory Prints

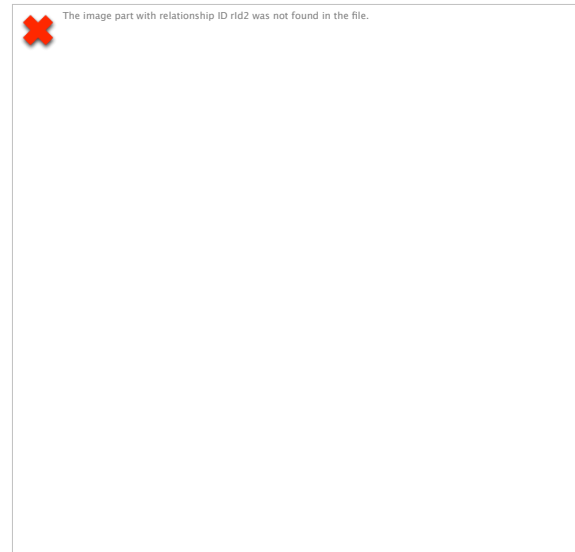
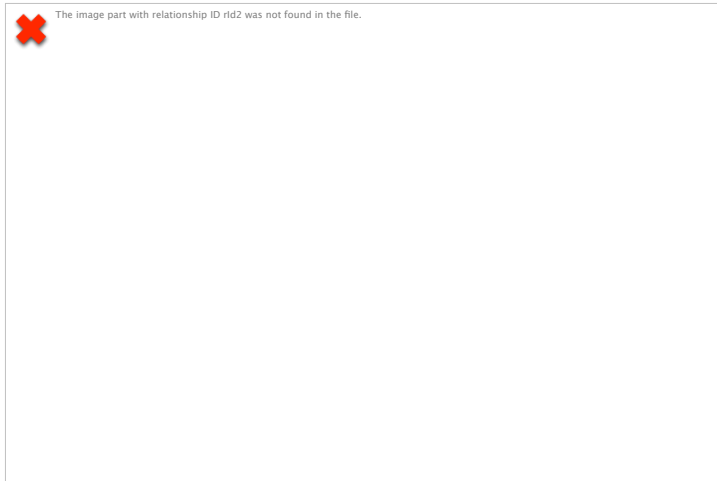
- 5 senses (earliest)
- Sources of Input
- Unique
- Varied Experiences



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The Brain

Sensory Prints can be easily triggered by a variety of environmental Stimuli



The 2e Brain

Extreme Sensitivity=Intense Emotionality

Senses communicate INFO to the Limbic System (often intense in G/T or 2e Kids)

Limbic System (Regulatory) can be easily overwhelmed in gifted kids meaning cognitive functioning decreases= intense reactions (situations beyond coping skills)

SO....

Sensitive Sensory Input

+

Intense Limbic System

Intense Reactions to Unexpected
Changes or Situations (Meltdown)

Next...

Language Processing:

- Also early development and therefore:
 - Affected by intense limbic systems=difficulty processing language (undeveloped in terms of communication due to overdevelopment of other areas of the brain-problem solving, coding, critical thinking)
 - Cannot properly communicate overwhelmed limbic system using language= physical reactions

And then...

Frontal Lobe Develops Last

- Depends on Regulation system (limbic), sensory system, and language processing to be solid for optimal development
- If not (ie. g/t or 2e kids) frontal lobe development is delayed....which is why kids struggle with:
 - Attention, Planning/organizing, decision making, inhibition, self-correction, internal problem solving, perfectionism, inability to switch focus= skills need to be taught

This Explains....

O
V
E
R



E X C I T A B I L I T I E S

Over and above Excitabilities

- Psychomotor- restlessness, curiosity, and lots of energy.
- Sensual- pleasure in sensory and aesthetic experiences.
- Intellectual- higher level thinking, and lots of questions.
- Imagination- spontaneity, fantasizes, and uses imagery and metaphor.
- Emotional- intense feelings, sensitive, and empathetic.

Asynchrony

Dual Development

Social/Emotional/Physical

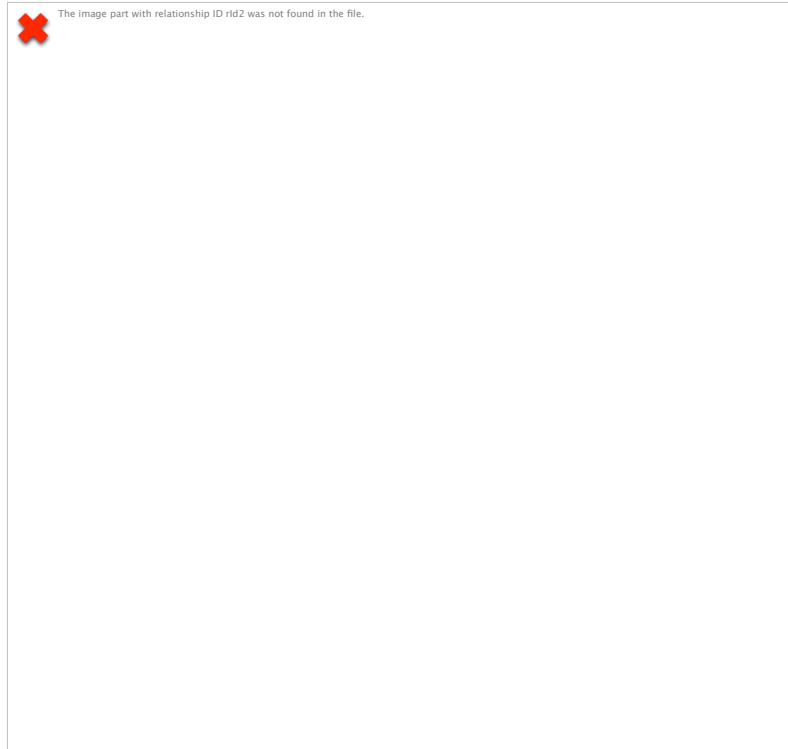
VS

Intellectual

Perils

Social Disconnect

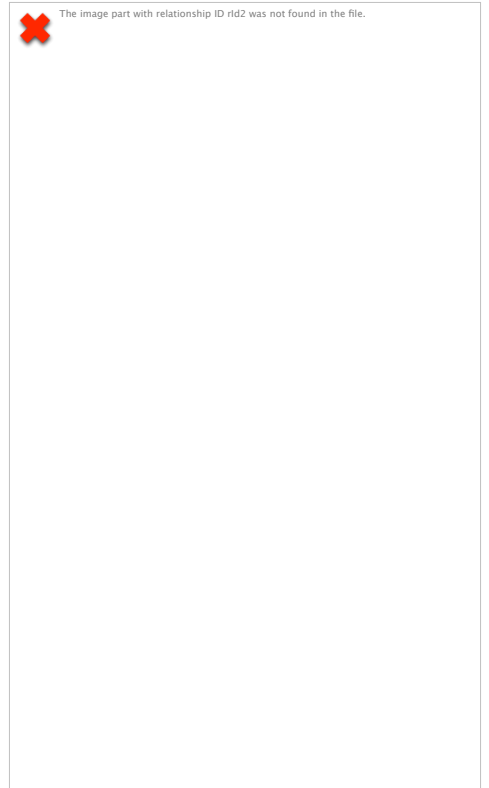
- Language?
- Bullying
- Friends?
- Dating
- Parameters?



Perils: School Disconnect

What they don't know might.....

- Schedules?
- Transitions
- Inappropriate Remediation
- Rigidity
- Ignorance
- Environment
- Assessment



Perils: Self Medication

Negative Coping Mechanisms:

- Seeking the 'wrong' crowd
- Internal Combustion
- Drugs/Alcohol/Sex (external stimuli)
- Visual Overload (video games, tv, technology)
 - Not always bad
- Risky Behaviors

=poor self esteem, underachievement.....

Perils: Parenting



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Perils: Parenting

- Frustration with schools
- Unrealistic expectations
 - Acceptance
 - Slow progression of remediation
 - What will happen when he's an...
- The Stubborn Child
- lack of knowledge

The Promise: Tips toward Tolerance



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Teaching/Parenting Tips

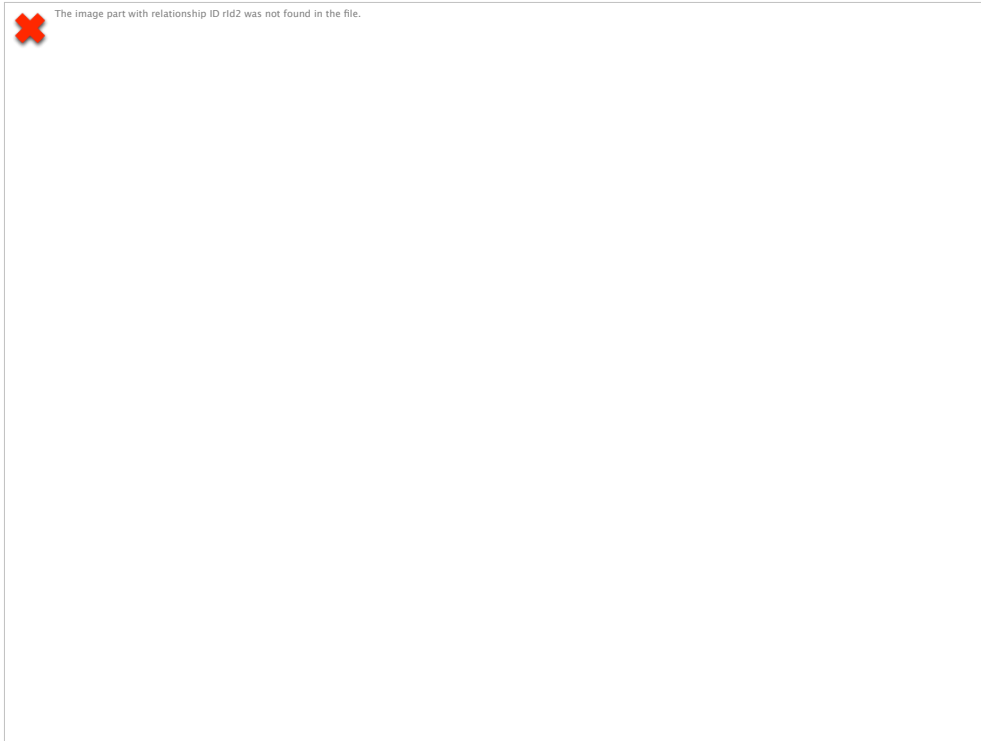
- Early Assessment = early detection
 - Look for discrepancy scores
- Use of visual clues
 - Tendency for high visual processing related to consistent clues/structures/patterns of behavior
- Flexibility
 - Not a battle of wills

Tips

- Complexity
 - Remediation through complexity and interest
- Adaptive Interventions
 - Consistent system of consequence and reward directly related to the behavior or deficit
 - Use of comfort atmospheres (safe zones, pet therapy, mentors, positive role models, low negative stimuli)

Tips: Creativity's Role

- Engage in Creative Thinking/Problem Solving
- The 'other' creative brain



Tips

Behavior problems are linked to early developmental delays resulting

- Lower social skills
- Low tolerance
- Lack of coordination
- Lack of interest or ability in certain curricular fields

DO NOT ASSOCIATE BEHAVIORS WITH
UNWILLINGNESS or LAZINESS , THEY ARE
DIRECTLY RELATED TO THE INABILITY TO COPE

Tips

- Always advocate
- Taking Time
 - What's the rush
- Medicinal Intervention
 - Is it needed?
- Alternative forms of Expression
- Technology, technology, technology
- Role Playing

School

“The collision between the parameters of daily school requirements and the nature of OE in gifted students may set the child on a downward spiral toward emotional impoverishment or given the proper understanding and accommodation, on the fast track to personal, academic, and social triumph.”

M. Postma

Aah, yes



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Schools: Do's (we know the don't's)

- Flexibility
 - Schedules
 - Assignments
 - Assessments
- Multiple Assessment
 - Diagnostic
 - Use of Discrepancy Model

Do's

- Collaboration with parents
- Positive Action Plan
 - With all stakeholders
- Sustainability
- Social Support
 - Peer friendships
 - mentors
- Proper Placement
 - 2e friendly teachers

Do's

- Rigor and Complexity
 - Aids in remediation
- Some Risk Taking
 - Guided
- LISTENING
 - To kids
 - To parents
 - To experts



Positive Outlets

Where to Go?

- Engage Passion in and out of comfort area
- Solo sports
 - Physical activity
- Social Groups
- Trusted Mentors
- Adaptive Programs
 - Special schools (i.e. Bridges Academy)
 - Summer Camps (i.e. Camp Summit)

The Promise

Unlimited Potential

- Subject Expertise
- A different kind of mind
 - Analytical, problem solving
- A lasting loyalty
- A kind and gentle soul
- Creative Expression
- An inventive spirit
- Guided Intensity

Success

Bio's

- Bill Gates (ADHD)
- Einstein (Aspergers)
- Da Vinci (Dyslexic)
- Beethoven (OCD)
- Tesla (OCD)
- Picasso (ADHD)
- Agatha Christie (Dyslexic)

Thank you

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